

Doc. Number: 300.1.1

**Cyprus Agency of Quality Assurance and Accreditation in
Higher Education**

Republic of Cyprus

**External Evaluation Report
Program of Study**

**Institution: The Cyprus Institute (Cyl)
Program of Study: MSc (Environmental Sciences)**

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INSTRUCTIONS:

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2016” [N. 136 (I)/2015].

The document is duly completed by the External Evaluation Committee for each program of study. The ANNEX (Doc. Number 300.1) constitutes an integral part of the external evaluation report for the external evaluation accreditation of a program of study.

EXTERNAL EVALUATION COMMITTEE:

NAME	TITLE	UNIVERSITY / INSTITUTION
Professor Prashant Kumar (Chair)	Professor and Chair in Air Quality & Health Director, Global Centre for Clean Air Research (GCARE)	University of Surrey, United Kingdom
Professor Ruben Mnacakanjan (Member)	Professor, former Head of Department of Environmental Sciences and Policy	Central European University, Budapest, Hungary
Professor Panagiotis T. Nastos (Member)	Professor and Head of the Laboratory of Climatology and Atmospheric Environment, Department of Geology and Geoenvironment	National and Kapodistrian University of Athens, Greece
Ms Danae Pantelide (Member)	Student at Environmental Science and Technology	Cyprus University of Technology, Cyprus

INTRODUCTION:

I. The External Evaluation procedure

Short description of the documents that have been studied, of the on site visit meetings, and of the on site visit to the infrastructures.

The documents studied were as follows:

1. The Cyprus Institute Graduate School Prospectus (academic year 2017-2018)
2. Application for evaluation – accreditation (including internal self-evaluation report)
3. List of available faculty (including explanation of definition of faculty designations that were likely to teach on the program)
4. Advertising material of each individual division of the Cyl.

During site visits, the external committee were able to see all the laboratories as well as the Cyl infrastructure (e.g., Cy-Tera supercomputing Lab, solar power plant, Drone and Air Pollution Lab, Chemistry Lab as well as the sports facilities) that will be involved in the MSc program of teaching.

II. The Internal Evaluation procedure

Comments concerning the quality and the completeness of the application submitted by the institution of higher education (Doc. Number 200.1), as well as concerning the overall acceptance of and participation in the quality assurance procedures, by the institution in general and by the program of study under evaluation in particular.

Internal evaluation report presented to the external evaluation committee is concise and comprehensive. The report provides an excellent overview of program motivations, objectives and protocols to follow in future.

The site visit to Cyl was extremely well organized and the majority of the teaching, administration and academic staff participated. The external evaluation committee members were guided to all research laboratories, infrastructure and facilities of the institute. They provided explicit information. Faculty and staff were extremely helpful and seem very enthusiastic about this program.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

Organization of Teaching Work

The external evaluation committee notes that the institute has excellent research and teaching facilities, access to electronic libraries and very high staff to student ratio providing an excellent platform for students to progress. Successful running of PhD program for a number of years is a good proof of Institute's ability to conduct high level teaching and research opportunities for students. The distribution of teaching load between faculty and staff seems to be well thought off.

In the proposed prospectus, there is insufficient information about English language requirements for the MSc program and it was unclear whether it is the same as for PhD program. Also, there was a misleading information on first degree requirement. For example, prospectus cites only “strong background in the selected field of study” while application for accreditation makes it more specific by emphasizing “strong background in natural sciences, mathematics or engineering”. The external evaluation committee believes that the latter explanation is more explicit in comparison with prospectus. Tables on pages 27, 35, 43 and 49 of the prospectus provide confusing information on “ECTS” and “periods” and need revising.

Teaching

Description of proposed courses were well prepared and include cutting edge research component to them. There is no doubt that the Institute’s faculty is capable of providing high level teaching of the proposed courses. The external committee wants to point out that the electronic support for individual courses should be provided using platforms such as “moodle”, “blackboard” or similar.

Teaching personnel

Teaching personnel’s seems to be more than adequate with excellent individual research portfolio and experience. They are involved since the beginning and hence understand the workload, commitments and requirements of the proposed course. Many faculty are best among the best in the whole region, including some high profile academics. This will greatly benefit the students and ensure their international exposure and attract international students including MENA region, Europe and beyond. A small number (5-15) of prospective students also provides an opportunity for their individual tutoring and plenty of informal communications that may ensure the highest possible quality of studies.

The external committee points out that each individual course description should have the split of the assessment requirements and give explanation for marks (i.e., percentage of exams, assignments, quizzes, etc., along with the format of coursework). As many researchers who will be involved in the proposed program have little or no prior experience in taught courses at Masters level, the Cyl should consider training of these young academics.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

Purpose and Objectives and learning outcomes of the Program of Study

The motivations, objectives and learning outcomes are clearly stated in prospectus and accompanying materials.

Structure and Content of the Program of studies

The structure and contents of the program of studies is of high standard. The external committee notes that proposed two options – MSc (Environmental Sciences) for 90 ECTS credits and MSc/MPhil (Environmental Sciences) for 120 ECTS credits – seems to be adequate for the research institute which provides additional opportunities for research-oriented students.

Quality Assurance of the Program of studies

The external evaluation committee believes that the existing structure of the proposed program with a number of internal committees is adequate for providing high quality assurance.

Management of the Program of Study

Management of the proposed MSc program seems to be adequate. The Cyl has a proven record of successful operation of PhD program which can be assuring.

International Dimension of the Program of Study

The designed MSc program is aiming at regional outreach within MENA countries and Europe. The Cyl already has extensive links within these areas that will help the student recruiting. Moreover, a significant proportion of the international faculty at the Cyl will help this initiative greatly.

Connection with the labor market and the society

Taking into consideration the level of laboratory equipment to which students will have access during the studies as well as cutting edge infrastructure (e.g., Drones, specific equipment for air quality monitoring developed in-house, Cy-Tera super computer, etc.), it seems that the proposed MSc program will meet the highest quality requirements in the field. It will eventually make these program graduates attractive for the specialised labor market.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

Research Teaching Synergies

The proposed courses involves a number of specialised research topics in their curriculum. The external evaluation committee notes that the Cyl is a cutting-edge research institution in its field in the region and therefore students will greatly benefit from the exposure to most recent research and scientific developments in the area.

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK

Administrative Mechanisms

The external evaluation committee believes that the administrative mechanisms for the proposed MSc program are well-thought off and will be efficient. We point out only the lack of specific criteria for the continuous improvement of the efficiency of statutory administrative mechanisms.

Infrastructures / Support

The Cyl has excellent infrastructure support for individual catering of limited number of students proposed for this MSc program.

Financial Resources

The fee structure of the proposed MSc program seems to be in line with the existing programs of the same level in Europe. Moreover, the Cyl has the internal financial resources coming from research grants and core funding to provide any additional support to the MSc

program, if necessary. The external evaluation committee, though, has insufficient knowledge on the policy for internal funding distribution.

5. DISTANCE LEARNING PROGRAMS

-N/A-

6. DOCTORAL PROGRAMS OF STUDY

-N/A-

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE¹

The present situation of the program, good practices, weaknesses that have been detected during the external evaluation procedure by the external evaluation committee, suggestions for improvement.

After the review of relevant documents, field visit and interactions with the faculty and staff, the external evaluation committee believes that the Cyl is well-placed for running the proposed MSc (Environmental Sciences) program. The strategy chosen by the Cyl for the gradual introduction of new MSc programs in future seems sensible and well-thought off.

The committee also points out that the small number of MSc students, especially in the beginning of the program, will ensure individual training, tutoring and care that is usually rarely available in most cases. The committee believes that this approach will produce high quality graduates at the Master level, ready for further research and/or professional careers in the field.

Some pointers to improve the proposed structure of the program are indicated below in the relevant tables.

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¹ It is highlighted, at this point, that the External Evaluation Committee is expected to justify its findings and its suggestions on the basis of the Document num.: 300.1. The External Evaluation Committee is not expected to submit a suggestion for the approval or the rejection of the program of study under evaluation. This decision falls under the competencies of the Council of the Agency of Quality Assurance and Accreditation of higher education.

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution: The Cyprus Institute

Program of Study: MSc (Environmental Sciences)

Duration of the Program of Study: 1 year / 1.5 year

Evaluation Date: 12 September 2017

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2016”.

The document describes the quality standards and indicators, which will be applied for the external evaluation of programs of study of institutions of higher education, by the External Evaluation Committee.

DIRECTIONS: Note what is applicable for each quality standard/indicator.

1. Applicable to a minimum degree
2. Applicable to a non satisfactory degree
3. Applicable to a satisfactory degree
4. Applicable to a very satisfactory degree
5. It applies and it constitutes a good practice

It is pointed out that, in the case of standards and indicators that cannot be applied due to the status of the institution and/or of the program of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the institution’s corresponding policy regarding the specific quality standard or indicator.

Members of the External Evaluation Committee

NAME	TITLE	UNIVERSITY / INSTITUTION
Professor Prashant Kumar (Chair)	Professor and Chair in Air Quality & Health Director, Global Centre for Clean Air Research (GCARE)	University of Surrey, United Kingdom
Professor Ruben Mnacakanjan (Member)	Professor, former Head of Department of Environmental Sciences and Policy	Central European University, Budapest, Hungary
Professor Panagiotis T. Nastos (Member)	Professor and Head of the Laboratory of Climatology and Atmospheric Environment, Department of Geology and Geoenvironment	National and Kapodistrian University of Athens, Greece
Ms Danae Pantelide (Member)	Student at Environmental Science and Technology	Cyprus University of Technology

Date and Time of the On-Site Visit: 12 September 2017 (9 am to 5 pm)

Duration of the On-Site Visit: 8 hours

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES							
1.1	Organization of teaching work		1	2	3	4	5
1.1.1	The student admission requirements to the program of study, are based on specific regulations which are adhered to in a consistent manner.				X		
1.1.2	The number of students in each class allows for constructive teaching and communication, and it compares positively to the current international standards and/or practices.						X
1.1.3	The organization of the educational process safeguards the quality implementation of the program's purpose and objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:						
	1.1.3.1	The implementation of a specific academic calendar and its timely publication.					X
	1.1.3.2	The disclosure of the program's curricula to the students, and their implementation by the teaching personnel				X	
	1.1.3.3	The course web-pages, updated with the relevant supplementary material N/A					
	1.1.3.4	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training					X
	1.1.3.5	The procedures for the conduct and the format of the examinations and for student assessment					X
	1.1.3.6	The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process.					X
1.1.4	Adequate and modern learning resources, are available to the students, including the following:						
	1.1.4.1	facilities					X
	1.1.4.2	library					X
	1.1.4.3	infrastructure					X
	1.1.4.4	student welfare					X
	1.1.4.5	academic mentoring					X

1.1.5	A policy for regular and effective communication, between the teaching personnel and the students, is applied.					X
1.1.6	The teaching personnel, for each course, provide timely and effective feedback to the students. N/A					
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.					X
1.1.8	Control mechanisms for student performance are effective. N/A					
1.1.9	Support mechanisms for students with problematic academic performance are effective. N/A					
1.1.10	Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load.					X
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.					X
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>The attributes rated below 5 are the only ones which are explained.</p> <p>1.1.1 – Insufficient information about English language requirements for the MSc program (is it the same as for PhD program?) and misleading information on first degree requirement. Self-evaluation report is more explicit in comparison with prospectus.</p> <p>1.1.3.2 – Check explanation of “Periods” and ECTs in tables on pages 27, 35, 43 and 49 of the prospectus.</p> <p>1.1.5 – For small number of prospective students informal communication may be more efficient than formal policy.</p> <p>1.1.1.3, 1.1.6, 1.1.8 and 1.1.9 – Applicable for running program but not for a new program</p> <p>Note, additionally:</p> <p>α) the expected number of Cypriot and International Students in the program of study: 5 in first year, 10-15 in future years.</p> <p>β) the countries of origin of the majority of students. Besides local students, international students including MENA region and Europe.</p> <p>γ) the maximum planned number of students per class-section. 15 students</p>						

1.2	Teaching	1	2	3	4	5
1.2.1	The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules.					X
1.2.2	The methodology of each course is suitable for adults.					X
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly. N/A					
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.				X	
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.					X
1.2.6	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.				X	
1.2.7	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>1.2.3 – Applicable for running program but not for a new program.</p> <p>1.2.4 – Please specify in each individual course description, split of the assessment requirement and associated marks (i.e., percentage of course works and exams, as well as the format of coursework).</p> <p>1.2.5 – Use of platform for the electronic support of learning such as “moodle”, “blackboard” or similar is highly recommended.</p>						
1.3	Teaching Personnel	1	2	3	4	5
1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.					X
1.3.2	The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:					X

	1.3.2.1	Subject specialization, preferably with a doctorate, in the discipline.					X
	1.3.2.2	Publications within the discipline.					X
1.3.3	The specializations of Visiting Professors adequately support the program of study.						X
1.3.4	Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.						X
1.3.5	In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.						X
1.3.6	The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.						X
1.3.7	In the program of study, the ratio of the number of courses taught by full-time personnel, occupied exclusively at the institution, to the number of courses taught by part-time personnel, ensures the quality of the program of study.						X
1.3.8	The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality.						X
1.3.9	The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.						X
1.3.10	Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the unimpeded implementation of the program of study within a five-year span.						X
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.						X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Teaching personnel's seems to be more than adequate with excellent individual research portfolio and experience.</p>							

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS						
2.1	Purpose and Objectives and learning outcomes of the Program of Study	1	2	3	4	5
2.1.1	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.					X
2.1.2	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.					X
2.1.3	The higher education qualification and the program of study, conform to the provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies.					X
2.1.4	The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes.					X
2.1.5	The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.					X
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.					X
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.					X
Justify the answer you have provided and note the additional comments you may have on each standard / indicator. A well designed and well-planned program of study.						
2.2	Structure and Content of the Program of Study	1	2	3	4	5
2.2.1	The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.				X	
2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies				X	

	according to the European practice in higher education institutions.					
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.					X
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.					X
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.					X
2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students.					X
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.					X
2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.					X
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.2.1 – Assessment of student's performance should be more specific and clear in individual course descriptions (e.g., percentages for exams, assignments, quizzes, etc.)</p> <p>2.2.2 – ECTS allocation is inconsistent in the 'prospectus' and the 'application for evaluation' report. Please see also comment 1.1.3.2</p> <p>Note the expected number of students who will be studying simultaneously at another academic institution, based on your experience so far, regarding students who study simultaneously in the programs of your institution. N/A</p>						
2.3	Quality Assurance of the Program of Study	1	2	3	4	5
2.3.1	The arrangements regarding the program's quality assurance define clear competencies and procedures.					X
2.3.2	Participation in the processes of the system of quality assurance of the program, is ensured for					X

	2.3.2.1	the members of the academic personnel						X
	2.3.2.2	the members of the administrative personnel						X
	2.3.2.3	the students.						X
2.3.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.							X
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.							X
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.								
Clear and concise.								
2.4	Management of the Program of Study		1	2	3	4	5	
2.4.1	Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.							X
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.							X
2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.							X
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.							X
2.4.5	Information relating to the program of study are posted publicly and include:							
	2.4.5.1	The provisions regarding unit credits				X		
	2.4.5.2	The expected learning outcomes						X
	2.4.5.3	The methodology						X
	2.4.5.4	Course descriptions						X
	2.4.5.5	The program's structure						X
	2.4.5.6	The admission requirements				X		
	2.4.5.7	The format and the procedures for student assessment				X		

2.4.6	The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.					X
2.4.7	The effectiveness of the program's evaluation mechanism, by the students, is ensured.					X
2.4.8	The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.4.5.1 – Please see comments on 1.1.3.2 and 2.2.2.</p> <p>2.4.5.6 – Please see comments on 1.1.1.</p> <p>2.4.5.7 – Please see comments on 2.2.1.</p> <p>In the case of practical training, note:</p> <ul style="list-style-type: none"> - The number of credit units for courses and the number of credits for practical training - In which semester does practical training takes place? - Note if practical training is taking place in a country other than the home country of the institution which awards the higher education qualification <p>N/A</p>						
2.5	International Dimension of the Program of Study	1	2	3	4	5
2.5.1	The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally.					X
2.5.2	The program attracts Visiting professors of recognized academic standing.					X
2.5.3	Students participate in exchange programs.					X
2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator. N/A</p> <p>Also, comment on the degree the program compares positively with corresponding programs operating in Cyprus and abroad in higher education institutions of the same</p>						

rank.

Taking into consideration the level of laboratory equipment to which students will have access during the studies as well as cutting edge infrastructure (e.g., Drones, specific equipment for air quality monitoring developed in-house, Cy-Tera super computer, etc.), it seems that the proposed Master program will meet the highest quality requirements in the field.

2.6	Connection with the labor market and the society	1	2	3	4	5
2.6.1	The procedures applied, so that the program conforms to the scientific and professional activities of the graduates, are adequate and effective.					X
2.6.2	According to the feasibility study, indicators for the employability of graduates are satisfactory.					X
2.6.3	Benefits, for the society, deriving from the program are significant.					X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Very good.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING						
3.1	Research - Teaching Synergies	1	2	3	4	5
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.					X
3.1.2	New research results are embodied in the content of the program of study.					X
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.					X
3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.					X
3.1.5	External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.					X

3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.					X
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory. N/A					
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.					X
3.1.9	Student training in the research process is sufficient.					X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

3.1.7 The external evaluation committee has insufficient knowledge on the policy for internal funding distribution.

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK

4.1	Administrative Mechanisms	1	2	3	4	5
4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.					x
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.					x
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria.					x

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

General remark related to 4.1.3: Internal report pointed out lack of specific criteria for the improvement of the efficiency of statutory administrative mechanisms.

4.2	Infrastructure / Support	1	2	3	4	5
4.2.1	There are suitable books and reputable journals supporting the program.					x
4.2.2	There is a supportive internal communication platform.				x	
4.2.3	The facilities are adequate in number and size.					x
4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are					x

	quantitatively and qualitatively adequate.						
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.						x
4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.						x
4.2.7	The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.						x
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>4.2.2 – Please see comments on 1.2.5.</p>							
4.3	Financial Resources	1	2	3	4	5	
4.3.1	The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel.						x
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.						x
4.3.3	The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus.						x
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.						x
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Very good.</p>							

The following criterion applies additionally for distance learning programs of study. **N/A**

5.	DISTANCE LEARNING PROGRAMS	1	2	3	4	5
5.1	Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory.					
5.2	The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education.					
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.					
5.4	Student performance monitoring mechanisms are satisfactory.					
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.					
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.					
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.					
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.					
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.					
5.10	The supporting infrastructures are easily accessible.					
5.11	Students are informed and trained with regards to the available educational infrastructure.					
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.					
5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and					

	internationally.						
5.14	Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel.						
5.15	The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.						
5.16	The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, is not less than 75%.						

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

If the following apply, note “√” in the appropriate space next to each statement. In case the following statements do not apply, note what is applicable:

The maximum number of students per class-section, should not exceed 30 students.	
The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory.	
The number of long distance classes taught by the academic personnel does not exceed the number of courses taught by the teaching personnel in conventional programs of study.	

6.	DOCTORAL PROGRAMS OF STUDY	1	2	3	4	5
6.1	The provision of quality doctoral studies is ensured through Doctoral Studies Regulations.					
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies.					
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.					
6.4	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.					
6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.					
6.6	The number of doctoral students, under the supervision of a member of the academic personnel, is apt for the continuous and effective feedback provided to the students and it complies with the European and international standards.					
6.7	The research interests of academic advisors and supervisors are satisfactory and they adequately cover the thematic areas of research conducted by the doctoral students of the program.					

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Note the number of doctoral students under the supervision of each member of the academic personnel of the program and the academic rank of the supervisor.

FINAL REMARKS – SUGGESTIONS

Please note your final remarks and suggestions for the program of study and/or regarding particular aspects of the program.

Overall, the external evaluation committee has very high opinion of the perspectives of this proposed program in Environmental Sciences at the Cyl.

Names and Signatures of the Chair and the Members of the External Evaluation Committee:

Name:	Signature:
Professor Prashant Kumar (Chair)	
Professor Ruben Mnacakanjan (Member)	
Professor Panagiotis T. Nastos (Member)	
Ms Danae Pantelide (Member)	

Date: 13 September 2017